Recovery College Webinar
Outcomes and Effectiveness

13:00 - 14:00
16th January 2015

Chair: Geoff Shepherd
Sara Meddings, Jane Mcgregor, Waldo Roeg
Waldo, Jane, Sara
The Webinar will be looking at the following key themes:

1. What measures might we use and how do we choose them?
2. How can we co-produce outcome evaluations?
3. How can evaluations be efficient?
4. Are Recovery Colleges effective?
5. What about further research?
1. What measures might we use and how do we choose them?
Who defines outcomes

The starting point for what we measure must be the aims of the recovery college and its stakeholders.

- **Students**
  - Students with mental health challenges
  - Students who are relatives, friends or carers
  - Students who are also staff from partner organisations

- **Peer trainers**

- **Clinicians**
  - at the recovery college
  - in the wider service

- **Managers and leads**
  - at recovery college
  - Trust, third sector, educational provider and other partners

- **Commissioners**
Choosing outcome measures
A framework for evaluation (Donabedian, 1988)

1. ‘Inputs’
   What are the characteristics of those people receiving the service and what do they receive?

2. Quality indicators
   What variables do we think need to be present in order for the College to be effective?

3. Outcome indicators
   What is the range of outcomes we should be measuring in order to assess effectiveness?
Structure and inputs

- Characteristics of students
  - Demographics
  - protected characteristics
  - PbR cluster
  - learning support needs
- Numbers registered and Attendance
  - Students vote with their feet
  - Which courses are most popular
Quality Indicators

- Presence or not of the key defining features of recovery college
- Quality control for course production
  - Courses suggested by students, service users, carers and staff
  - Co-produced
  - Quality panel
- Post attendance - Course feedback
  - Course feedback / evaluation informs tutors
  - Family and friends test – would you recommend this course
- Curriculum and processes review
  - Each term review the prospectus taking account of the above
  - Student union / student reps, peer and other trainers and managers
- Feedback from other staff and services
- Telephone and survey monkey
- Quality of care
  - E.g. INSPIRE (short version)
Pre / post outcome measures

- **Personal recovery goals**
  - Ask people about their own goals and to rate these e.g. goal attainment scaling
  - Personal stories / narrative accounts

- **Course learning outcomes**
  - Do students achieve what the course sets out to teach them

- **Subjective measures of recovery**
  - e.g. process of recovery questionnaire (QPR), CHOICE

- **Quality of life and wellbeing**
  - e.g. MANSA and WEMWBS

- **Socially valued goals**
  - Employment, volunteering and education
  - Social network – more or better relationships with friends and family

- **Changes in service use**
  - Do people use community services less (contacts)
  - Number and length of admissions to hospital
  - Use of mental health act and community treatment orders
2. How can we co-produce outcome evaluations?
Co-producing Evaluations

- Co-production is about doing things *with* people rather than *for* or *to* them

- Principles of co-production:
  1. Recognising people as assets
  2. Building on people’s existing capabilities
  3. Mutuality and reciprocity
  4. Peer support networks
  5. Breaking down barriers
  6. Facilitating rather than delivering services

- Co-production is one of the defining features of recovery college – all aspects of recovery college are co-produced
Conversation

• Co-production is fundamental to Recovery Colleges. How are students in your colleges involved in evaluating them (ie beyond individual end of course evaluations..)?

• How are the decisions taken?

• What are the (challenging) issues that arise?

• How do you share the outcomes/evaluations among the constituency?

• What advice might you offer on the basis of your RC experience?
3. How can evaluations be efficient?
Double duties

Students, peers and other staff tell us that they do not want to be over-burdened by additional questionnaires to measure effectiveness. Existing processes must do double duty so that information collected for one purpose can be aggregated to evaluate the college as a whole.

**Recovery College systems**
- Registration forms
- ILPs
- Post-course feedback forms
- Attendance sheets

**Trust / commissioning systems**
- Records of service contacts and admissions through NHS Trust systems e.g. RIO, PiMMS
- Key performance indicators
**ILPs and Outcomes**

**Recovery College Individual Learning Plan**

**Student Name:**

**Date (before course):**

**Date (after course):**

**Name of tutor completing ILP:**

1. **Courses**

<table>
<thead>
<tr>
<th>COURSE TITLE</th>
<th>TUTORS</th>
<th>LOCATION</th>
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<tbody>
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2. **Current Circumstances**

   What brings you to the Recovery College at this time?

3. **Personal Goals**

   Please write down your personal goals in attending Recovery College – what do you hope to get out of attending the course?

   Then put a rating number for how you feel about this goal over the last week. (from 1-10,

   How would you rate yourself for this? 1 worst 2 3 4 5 6 7 8 9 10 best

   **Your own personal goals**

<table>
<thead>
<tr>
<th>Before start of term</th>
<th>After end of term</th>
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4. **Course Learning Outcomes**

   **Course learning outcomes (defined in prospectus)**

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<tr>
<th>Before start of term</th>
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**Extra support in your learning**

Please tell us about any extra support you may need to attend Sussex Recovery College.

<table>
<thead>
<tr>
<th>Reasonable adjustments we can make</th>
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<tbody>
<tr>
<td>Learning difficulties</td>
</tr>
<tr>
<td>Learning support needs e.g. dyslexia, dyslexia</td>
</tr>
<tr>
<td>Physical disabilities</td>
</tr>
<tr>
<td>Blind or partially sighted</td>
</tr>
<tr>
<td>Deaf or hard of hearing</td>
</tr>
<tr>
<td>Mental health support needs</td>
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<tr>
<td>Autism or Asperger’s syndrome</td>
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<tr>
<td>Emotional/behavioural difficulties</td>
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<tr>
<td>Dementia</td>
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<tr>
<td>Unseen disability e.g. diabetes, epilepsy, asthma</td>
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<tr>
<td>Need practical support</td>
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<tr>
<td>Other (please specify)</td>
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**Emergency contacts**

- What would you like us to do if you are becoming unwell or we are worried about you?
- Who should we contact if this happens?

<table>
<thead>
<tr>
<th>Name of contact</th>
<th>Relationship</th>
<th>Organisation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact telephone No.:</td>
<td>Address:</td>
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</tbody>
</table>

**Record of Achievement**

After attending the course, what have you learned? What have you achieved?
**Example ILP**

<table>
<thead>
<tr>
<th>Student Name</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>I am able to manage my own health and wellbeing</td>
<td>ILP 1</td>
<td></td>
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<tr>
<td>I am able to manage my own health and wellbeing</td>
<td>ILP 2</td>
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<tr>
<td>I am able to manage my own health and wellbeing</td>
<td>ILP 3</td>
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<tr>
<td>I have an understanding of my own mental/physical health</td>
<td>ILP 1</td>
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<td>ILP 3</td>
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<tr>
<td>I feel good about myself</td>
<td>ILP 1</td>
<td></td>
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<tr>
<td>I feel good about myself</td>
<td>ILP 2</td>
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<td>ILP 3</td>
<td></td>
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<tr>
<td>The quality of my life is improving</td>
<td>ILP 1</td>
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<tr>
<td>The quality of my life is improving</td>
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<tr>
<td>I have hopes and dreams for the future</td>
<td>ILP 3</td>
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<tr>
<td>I feel I have control of my life</td>
<td>ILP 1</td>
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<tr>
<td>I feel I have control of my life</td>
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<tr>
<td>I have the opportunity to build a life beyond my health challenges</td>
<td>ILP 1</td>
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4. Are Recovery Colleges effective?
Quality - Course Feedback
Sussex Recovery College

Improvement in Knowledge and/or Skills
- 85% great deal or moderately

Recommend the Course to Others
- 97% extremely likely or likely

The best thing in mental health support in 32 years.
- student

Pre-post outcomes
Sussex Recovery College

Students made significant progress (All p<0.01, effect size >0.75)

• Personal Goals
• Course Learning Outcomes
• Outcome measures:
  - wellbeing (SWEMWBS)
  - quality of life (MANSA)
  - recovery (PQR & CHOICE)

College opened September 2013
Over time of study 80% of group (n=242) had lessened their use of secondary care services.
12% discharged
Reduced occupied bed days meant a saving of £300,000
25 knowingly returned to work as tutors as result of the college
5. What about further research?
More research around Recovery Colleges— at a variety of scales and employed for different audiences is critical at this point in development. While quantitative measures are very important as evidence of effectiveness, collaborative inquiry as a process is usually highly generative. Some RCs (e.g. Nottingham) run courses for students around research. Increasingly students from RCs go back to education and may enrol on HE courses and embark on Masters research. The Recovery College Network aims to facilitate a Community of Practice for research to share ideas/bibliographies/findings.
WHAT NEXT

Instructions re getting on line -

- Forum discussions
- Access to resources e.g. Norfolk & Suffolk QA matrix
- Interaction with facilitators and others-issues and questions
- News

Our next online forum: Fri 27 March 2015
Our next Webinar: Fri 15th May 2015
Our next face to face learning Day: Fri 24 July 2015
THANK YOU

http://www.imroc.org

ImROC_comms
Some questions asked by attendees

Should recovery college courses form part of a student’s recovery plan?

I have picked up that some security services users are angry that recovery has been hijacked by professionals and trusts. Do the panel feel that focussing on outcomes is reinforcing the position?

Are there any examples that the panel know of where there are peer commissioners involved in commissioning a recovery college? If not this idea might be worth exploring.

Can I ask whether other colleges have ongoing and regular training programmes that both practitioners and peer trainers attend?

Do we have methodologies in evaluating how well coproduction is happening?

Do you think cluster collection is important for recovery colleges to identify?

Are colleges sharing unpublished outcome data?